EVALUATION OF THE PROJECT: EU-CoE "HUMAN RIGHTS EDUCATION FOR LEGAL PROFESSIONALS IN THE EUROPEAN UNION III" ("EU-CoE HELP IN THE EU III")
REPORT

30 November 2024

Table of Contents

List of figures

List of acronyms

CCBE   Council of Bar and Law Societies of Europe
CLE   continuing legal education
DG JUST Directorate-General for Justice and Consumers
DG I   Directorate General of Human Rights and Rule of Law
EJTN   European Judicial Training Network
EU   European Union
FRA   European Agency for Fundamental Rights
HELP   Human Rights Education for Legal Professionals
IOs   International organizations
MOOC   massive open online course
MoU   memorandum of understanding
NEB   national equality body
NHRI   National human rights institution
OVI   objectively verifiable indicators.
ToR   Terms of Reference

Executive Summary

This report presents the Evaluation of the project Human Rights Education for Legal Professionals (HELP) in the European Union III. This is the fourth iteration of the programme, delivering unique educational opportunities, bridging between European Union (EU) structures and legislation, the Council of Europe standards and domestic law.

The Project was funded by the EU (101046539 — EU CoE HELP EU III — JUST-2021-JTRA) and implemented by the Council of Europe for the period of 1 March 2022 – 31 August 2024. The total budget stands at 1,389,448.50 EUR.

This evaluation was commissioned by the Council of Europe Directorate General of Human Rights and Rule of Law (DG I) under the Framework Contract 2021/FC/01 "for the provision of consultancy services on evaluation/evaluation-related assignments".

Key findings

HELP in the EU III contributes to cohesion across member states, securing 'correct and uniform' application of European law, fully aligned with EU standards.

The collaboration between the EU and Council of Europe that underpins HELP in the EU, is developing the EU as an 'area of justice', and thus, drawing from the Lisbon Treaty, is delivering the step-change in terms of approach and scale required around human rights education. The non-tutored, online courses are democratising access to learning. The quality of the content, and them being 'free' is filling a gap across member states.

Relevance

The project, as its previous iterations, remained highly relevant to the shared values and specific objectives of the EU and Council of Europe partnership, while maintaining flexibility: it adapted to the evolving reform agendas and subject area priorities of the EU in general, and the EU member states in particular. The survey shows a remarkable, high-level consistency in reported satisfaction with relevance levels between 2022 (HELP II) and 2024 (HELP III) projects, even though the number of beneficiaries has grown.

HELP in the EU III directly contributes to the EU Strategy on the Training of Justice Professionals in four key ways. First, it provides excellent and highly rated training on fundamental rights. Second, it is contributing to the digitalisation of society and the legal and judicial systems that serve it. Third, it is delivering training that supports legal professionals to centre their focus on victims including children. Fourth, it is providing the means to upskill, recognising that many legal professionals are time-poor: convenience afforded by the online availability of materials is paramount.

Success is also due to the high relevance of the courses and the programme overall, embodying the shared values and specific objectives of the EU and Council of Europe partnership, while responding to the particular needs of the member states. Indeed the courses successfully meet demand for access to EU and Council of Europe standards and legal structures, while also articulating with domestic contexts.

The courses themselves are state-of-the-art, responding to need and updating courses according to demand, to ensure they are relevant. Urgent issues are addressed, such as climate change and environment, and human trafficking. Courses planned for the next iteration also continue to drive forward human rights education around the most significant challenges facing children. They include focus on artificial intelligence and protection of children (again meeting the EU Strategy on the Training of Justice Professionals), two important areas in demand and subject to legal innovation.

Added value

The Council of Europe's HELP has established a clear and coherent identity in providing the highest standard of human rights education. The HELP methodology is particularly well suited to disseminate the vision and principles of the European Convention on Human Rights and aligned texts and policies.

The non-tutored, online course free at point of use, and open to all users, was a major asset, effectively democratising access to learning among legal professionals. The programme is filling a gap in the education needed by legal professionals, where this education cannot be delivered domestically. Its key feature of adaptation of the courses based on European Law and case law in the field of human rights creates unique added value, as it fits this education into the context of national legislation. The evaluation revealed that the HELP methodology, by combining interactivity and tutor support with self-learning loop, is uniquely suited to the professional needs of the target beneficiaries.

Effectiveness

The quality of the courses is very strong, and the course creators and tutors are a key attraction because of their renowned expertise. As such, the HELP in the EU methodology of attracting sector-leading legal professionals to design and deliver the courses, constitutes a significant aspect of the success of the programme. The exponential growth of participants and their consistently high level of satisfaction suggest that the project is achieving expected results, while having shaped the prestigious HELP in the EU 'brand.'

HELP in the EU III is creating new networks of legal professionals who benefit from the opportunity to work nationally and internationally with peers. Launch events, and the communities generated by tutor-led courses, were highly valued by direct beneficiaries. Continued support from the EU is significant in providing these opportunities.

There is some evidence around impact, with legal professionals across member states applying the learning in their work, returning to use materials, and seeing legal structural change at the domestic level, influenced by HELP in the EU training. The growth in training participants further shows effectiveness beyond the part participants: it demonstrates that HELP in the EU not only bridges a gap; it also creates interest and demand in a snowball fashion, and it responds to this demand in a practical and directly usable fashion.

The HELP human-rights based approach bridges gaps in the EU member states' legal education and prepares these systems for including this approach in their own curricula in the future. At the same time, gender mainstreaming, while being effective, needs to remain the focus of re-evaluation to follow the developing trends in the legal profession.

Sustainability

Across all the data analysed, the HELP in the EU programme has established itself as the 'gold standard', with further growth potential which can continue to be met with joint EU-Council of Europe investment. Sustained support will pay dividends in terms of updated materials and new courses that extend the programme into emerging and chronic challenges.

Investment in translating courses is a strength, highly valued by many direct beneficiaries that increases accessibility particularly for legal professionals who are older, or who do not reside in cities. This is another field in which EU funding is vital. Access to materials in domestic languages is a democratising feature of the HELP in the EU programme. Future iterations could invest in online learning environments that are easily accessible using handheld devices.

Legal professionals continue to be time poor. Therefore, having HELP in the EU courses embedded in national academies, mandatory as continuing professional development, or visibly championed by senior legal professionals in each member states keeps attracting learners. Investment in strengthening the link to national academies was encouraged by many interviewed for this evaluation.

The added value and effectiveness of the HELP in the EU programme has been evidenced, but its sustainability rests on funding commitments, notably from the EU. As well as with new courses that meet European and social priority areas, updating and translating existing provision, investment could also extend the number of live and in-person events. In turn, the Council of Europe team could increase in size to meet the needs of growing numbers of tutors and direct beneficiaries and build new relationships, for example, with national academies.

Recommendations

1. The EU with other donors should revisit future funding needs in collaboration with the HELP Secretariat.

2. The HELP secretariat with the Director General's support should consider extending the HELP remit to include university students and legal trainees, linking to key donors for resources and seeking support of universities/academies.

3. The HELP implementation team should examine the feasibility of increasing the number of live events, and/or increasing the delegate list to include former participants at tutored courses, working with the HELP Secretariat, EU and other key donors to support financially.

4. The HELP implementation team should examine the feasibility of using a platform such as LinkedIn to effectively replace the forum.

5. The HELP implementation team should perform a cost/benefit analysis on making course materials downloadable as a PDF on course completion.

6. The HELP Secretariat in partnership with the HELP implementation team should encourage tutors to adopt assessments that have real-world applicability as a driver towards impact.

7. The HELP Secretariat with the Director General should consider the feasibility of extending the HELP remit to include civil society as direct beneficiaries.

8. The HELP Secretariat are encouraged to review the recommendations made by the 2022 evaluation, notably around accessibility and using cell phones.

1. Introduction

This evaluation of the "Human Rights Education for Legal Professional in the European Union – Phase III" ("EU-CoE HELP in the EU III") was commissioned by the Council of Europe Directorate General of Human Rights and Rule of Law (DG I) under the Framework Contract 2021/FC/01 "for the provision of consultancy services on evaluation/evaluation-related assignments".

Context and background of the Council of Europe project: "EU-CoE HELP in the EU III"

The Project was funded by the EU (101046539 — EU CoE HELP EU III — JUST-2021-JTRA) and implemented by the Council of Europe for the period of 1 March 2022 – 31 August 2024. A no cost extension was granted until 30 November 2024. The total investment for this period stands at 1,389,448.50 EUR.

The EU-CoE HELP in the EU III Project was aimed at providing training to (mainly) judges, prosecutors and lawyers from EU Member States (MS) in cross border / cross-professional format. It also aimed to support activities for

multipliers - trainers and contact points of key training providers at national level, such as the National Training Institutions (NTIs) for judges and prosecutors and Bar Associations (BAs).

The objectives of HELP in the EU III were to contribute to a more efficient and effective application of European standards and EU law in selected areas that are shared by Council of Europe and EU systems and framework. Specific areas include:

- The rule of law and independence of justice (ethics, judicial reasoning, freedom of expression, corruption prevention, Interplay between the European Convention on Human Rights and the EU Charter of Fundamental Rights);
- Digitalisation (cybercrime, electronic evidence);
- Civil law (family law, child rights and child-friendly justice);
- Criminal law (procedural safeguards and victims' rights, international co-operation, radicalisation prevention, violence against women and domestic violence, combating trafficking in human beings) and
- Data protection.

The training is proposed in mainly cross-border and hybrid (in person presentation and tutored online training) format, making use of already developed HELP courses, and makes a supplementary contribution to the dimension of Council of Europe-EU Charter interplay, where new training materials are developed. Specifically, the HELP in the EU III activities include:

- Development of the new HELP course on the Interplay between the European Convention on Human Rights and the EU Charter of Fundamental Rights and showcasing the judicial dialogue between the European Court of Human Rights and the Court of Justice of the European Union
- Updating of the two HELP courses: on child-friendly justice and on combatting trafficking in human beings, with a view of enhancing the EU dimension and focus on the Council of Europe-EU interplay (including additional modules where relevant).
- Translations of HELP courses into EU languages/adaptations into national contexts of the EU MS.
- Adaptation and launch of HELP courses for EU legal/justice professionals into national languages and contexts of member states followed by online education in tutored format for 850 legal professionals.

2. Object, purpose and aims of the evaluation

2.1. Evaluation purpose and objectives

The evaluation is an end-of-project evaluation commissioned by the Council of Europe, with the support of the Directorate General for Justice and Consumers (DG JUST). The purposes include:

- assessing potential **relevance**, **added value**, **impact** and **sustainability**, based on the objectively verifiable indicators and Sources of Verification foreseen in the project's logframe.
- assessing the project gender equality aspects and human rights-based approach, their relevance and the likelihood of economic and institutional sustainability of the results.

The evaluation is user-focused, which means that its purpose is defined in view of its usefulness to the main users, namely the HELP Programme Secretariat, and DG JUST. Other evaluation audiences include the Council of Europe project team, as well as the beneficiary NTIs and BAs, European Judicial Training Network and the Council of Bars and Law Societies of Europe. The evaluation also represents one of the final deliverables of the EU-CoE HELP in the EU III.

The evaluation responds to the need to adapt and update the Justice and Human Rights Training Division's strategy and plan of activities, improve the functioning and user-friendliness of the platform, promote good practices and remedy weaknesses, with a view of continuation of HELP trainings for EU member states. This evaluation is, therefore, project-centred and also **formative**: it will derive lessons learned, good practices and offer recommendations for decision making.

2.2. Evaluation scope

This evaluation covers the implementation period of the project, focusing mostly on the initially planned period of 1 March 2022 – 31 August 2024, but also covering updates after project extension. This project is the fourth iteration of a series (the first one being HELP in 28). While the evaluation focuses on this most recent iteration of the programme, it draws on evaluation findings from earlier iterations where possible, to offer some longitudinal observations.

The geographic scope of the evaluation includes all beneficiary member states.

3. End of Evaluation methodology

3.1. Evaluation approach

This evaluation process had a short time frame. It was launched in late July, with most of the data being made available upon the closure of the project at the end of August, and with some survey feedback available at the start of November reflecting on the programme's final deliverables due end-October 2024.

To manage the geographical and institutional scale of the programme within budget, the evaluation was conducted remotely and without additional translation or interpretation by the evaluation team. In the quantitative part of the evaluation, the Evaluation Team focused as much as possible on the data generated by the project.

The team used previous evaluation reports, project reports and other material made available by the Council of Europe HELP project staff, including the adapted course curricula and materials. Interviews with project staff and beneficiaries, and where possible, online focus groups were used to flesh out the evaluation questions.

The evaluation abided with the Council of Europe evaluation policy and guidelines. Consultants followed the Council of Europe Code of Conduct for Evaluation. This evaluation/deliverable corresponds, to the highest extent possible, to the checklist for evaluation reports of the Council of Europe. This approach has enabled the evaluation team to retain a high level of quality and reliability, while respecting the time and budgetary constraints.

3.2. Data collection methodology

The evaluation used a mixed-methods approach: combining qualitative data collection methods (document review, interviews and focus group discussions) and quantitative data analysis methods of existing data to answer the evaluation questions. The monitoring data collected by EU-CoE HELP in the EU III was analysed to achieve triangulation of data securing rigour while working to a tight deadline.

Detail of the data collection methods follows:

- Document review:
  - Council of Europe-provided documentation: the Evaluation Team used the online repository of documents prepared by the Council of Europe project staff including:
    - Project documents and reports including earlier evaluations.

- ▪ Tutor's training exit questionnaires' results for user (last batch available in august, 2024);
- ▪ End-of-project user/participant questionnaire (circulated for data collection as of September 2024)
- ▪ The HELP platform's statistics for self-learning courses (selected). These can be disaggregated per country, per training, per language, per date, etc;
  - - Council of Europe project shared a small sample of training materials in English for review.

- • Individual semi-structured interviews and Focus Group Discussions (FDGs). Twenty-five expert voices participated in interviews or focus groups in September and October 2024, producing new primary qualitative data. Five categories of participants were invited: Council of Europe/EU staff; Third Party experts; HELP EU Focal/Info Points (national leads); HELP tutors and HELP direct beneficiaries (participants in launched HELP courses). Table 1 outlines the number of participants and data collection method secured for each category. The Council of Europe provided contact details and put the evaluation team in touch with beneficiaries and the evaluation team arranged the meetings. Participants were offered the chance to speak in English or French; everyone selected English. Draft interview and Focus Group questionnaire templates are attached as an appendix. Interviews and the focus group were not recorded, but permission was given by all participants to take notes and due to the speed-typing capabilities of the team, transcripts are close to verbatim. If quotes are provided, they are either derived from short answer responses to end of course surveys or are known to be verbatim records. Identifiers are not used to protect the participants.

Table 1: Overview of primary data collection

Expertise Relative to HELP	Number Interviewed	Number Participating in a Focus Group
Council of Europe/EU staff	4	0
Third Party experts (e.g. expert speakers at course launch)	1	0
HELP EU Focal/Info Points	7	0
HELP Tutors	3	5
HelP User	5	0

All focal/info point participants, tutors and direct beneficiaries were active legal professionals including judges and legal academics. Just over one quarter of participants were men/male (28%, n=7) and this reflects the broader range of experts that we participated in the project (based on list of contacts shared by Council of Europe): it is a function of who has been appointed, and the gender split within the profession.

The purpose of the interviews and focus group was to explore the evaluation questions in depth with persons who have strong knowledge of the HELP Programme. This information was then cross-checked with other sources of data, particularly the results of the survey. To ensure that different perspectives are included, we sought the view of 'third party' experts drawing from civil society members or training providers at EU level such as EJTN, CCBE, FRA or other civil society members acting as human rights watchdogs of the judiciary. A participant representing this group had also been an invited speaker at a HELP course launch event.

Speaking with tutors helped us better understand how the tutors are prepared by the HELP facility, how they apply and conceptualise the HELP methodologies and how they potentially learn from each other. In turn, speaking with course users (direct beneficiaries) generated knowledge about the added value and focused on the actual application and use of skills and knowledge acquired in HELP courses by those who implement the standards in their daily practice: judges, prosecutors and lawyers.

In speaking with tutors and users, the evaluation team assessed the added value of the course, including materials relating to EU law/structures and domestic law/structures. The team sought examples where the learning had impacted on the day-to-day work of legal professionals.

- **Quantitative data analysis**

Two broad datasets were used in this phase of analysis.

- Analysis of User Feedback Surveys: User responses to end of course questionnaire were provided by Council of Europe team. Between 29.04.2022 (start date of the first HELP in the EU III course that we have data for) and the 30.05.24 (end date of the last course that we have data for), 723 users successfully completed one of 31 courses. We analysed 130 feedback surveys: of which 56 included a short answer response. Of those that included a short survey response, 24 of these were written in English and 32 were translated into English using google translate.
- Analysis of Tutor reports: 31 tutor responses were converted into two files: An SSPS file captured the quality indicators and numeric data; and a word file collated the short answers ready for thematic analysis. Two of the tutors did not write their feedback in English and these were translated using google translate before analysis.

The analysis focused on HELP in the EU III, but also linked to evaluations from earlier years. Thus, the quantitative work enables a longitudinal picture to emerge of the overall impact of the HELP suite of training courses. Analysis was conducted using SPSS and visualisations echo earlier reviews (rather than replicate earlier images produced through excel) to enable comparison.

Sequencing of data collection:

To ensure the data collection fed into each other, it was important to keep the suggested sequencing and times frames as indicated in the workplan below.

1. Review of documents
2. Interviews with project staff and national focal points in countries
3. Interviews and focus group discussions (FGDs) with tutors and users
4. Quantitative data analysis

3.3. Evaluation criteria

This evaluation of HELP in the EU III has assessed the project according to the criteria of **relevance**, **added value**, **effectiveness** and **sustainability.** The Evaluation Team notes earlier iterations' reviews used "impact" relating to the results and changes attributable to the project which corresponds to the OECD/DAC criterion of **effectiveness**. Gender equality and human **rights-based approach** will be treated as cross-cutting issues.

The evaluation team operated under the assumption that "impact" as defined by OECD/DAC criteria, a long-term, indirect and higher effect of the project cannot realistically be measured under the given timeframe and resources. The Team whenever possible, attempted to glean some insights into possible longer-term impact of the project and highlight these under **effectiveness**.

3.4. Evaluation questions

The following four evaluation questions were used:

Table 2: Evaluation questions used to structure the evaluation

Evaluation questions	Sub-questions
Relevance	
To what extent is the HELP in the EU III programme relevant?	Sub-questions 1a: To what extent have the activities of the project been relevant to the scope of EU and Council of Europe partnership, their mandate and the needs of beneficiaries?
Added Value	
To what extent has the HELP in the EU III programme added value?	Sub-question 2a: What is the competitive advantage of HELP methodology for supporting the professional development of colleagues?
Effectiveness	
To what extent is the HELP in the EU III programme effective?	Sub-question 3a: To what extent has the project achieved it's expected results?
	Sub-question 3b: What unexpected results did it bring if any?
	Sub-question 3c: How and to what extent have gender and human rights-based approach contributed to the achievement of these results?
Sustainability	
To what extent is the HELP in the EU III programme sustainable?	Sub-question 4a: To what extent can it be expected that the member states JTIs, BAs and other legal professional bodies will continue to use and further update the training materials?

4. Findings

In line with the evaluation questions, the findings section is structured in accordance with the four evaluation criteria set out by the ToR and further defined in the inception report: relevance, added value, effectiveness and sustainability.

4.1. Relevance

Sub-question 1a: to what extent, have the activities of the project been relevant to the scope of the EU and Council of Europe partnership, their mandate and the needs of beneficiaries?

The project, as its previous iterations, remained highly relevant to the shared values and specific objectives of the EU and Council of Europe partnership, while maintaining consistent flexibility: it adapted to the evolving reform agendas and subject area priorities of the EU in general, and the EU member states in particular. The survey shows a remarkable, high-level consistency in reported satisfaction with relevance levels between 2022 (HELP II) and 2024 (HELP III) projects, even though the number of beneficiaries has grown.

Finding 1: HELP in the EU III continues to represent the shared values of human rights, democracy and the rule of law, reflecting the partnership objectives of the Council of Europe and EU.

The HELP in the EU III Project continues to build upon the legacies of the initial projects, including HELP in the EU II, by embodying the relationship between EU and the Council of Europe. HELP in the EU III represents their shared values of human rights, democracy and the rule of law, and is praised for its clarity around EU legal structures and relevance to EU and MS policies, as well as domestic contexts. The courses also respond to a demand in that they enhance access to EU and Council of Europe standards and many tutors and participants spoke about gaining clarity around the value of human rights from the course(s).

The EU Strategy on the Training of Justice Professionals[1] sets out to deliver judicial co-operation in civil and criminal matters while enhancing the competencies of legal professionals. The strategy speaks to the aims and objectives of HELP in the EU, even though some aspects of the Strategy fall beyond the scope of human rights, and HELP is therefore not required to deliver the objectives of the strategy in full. Key challenges identified by the strategy include attacks on fundamental rights in some member states and the digitalisation of society. In turn, the Strategy and the project recognise that legal professionals find it difficult to find time to upskill.

Project document review, review of the HELP platform, and interviews, show that HELP in the EU III delivers training informed by these priority areas, while responding to these challenges. It improves cohesion across member states, and it secures the 'correct and uniform' application of European law, which is fully aligned with EU standards. This contributes to developing the EU as an 'area of justice'. Drawing from the Lisbon Treaty, the EU is able to deliver its mandate for a step-change in terms of approach and scale, by working with the Council of Europe on human rights training via HELP in the EU III. Indeed, 93.7% of respondents/users strongly agreed or agreed that the course improved practical knowledge on how to apply human rights law at the national level. Courses that had a multi-national user-group or were delivered 'cross-border' between two member states, produced feedback that the network of users would speak to each other about the differing domestic legal landscapes to better appreciate the value of European law and EU law. This then services the call for cross-border activities that deliver coherence across membership states signalled by the EU Strategy on the Training of Justice Professionals.

Finding 2: HELP in the EU III has maintained its relevance through delivering carefully curated courses, updating most in-demand courses and developing in new priority areas that reflect reform agendas of beneficiary EU member states and meet country context and needs.

Desk analysis provides evidence that HELP in the EU III has evolved with its offer to maintain its relevance to the reform agendas of the beneficiaries, and the evolving EU-wide agendas as well as country context and needs. The courses cover urgent issues such as climate change and environment, gendered violence and cybercrime. Interviews with tutors and direct beneficiaries demonstrated that established courses are still informing and pushing forward the agenda for domestic application, as they continue to focus on priority areas and challenges faced by European societies. For example, learning about violence against women was often cited as changing how legal professionals approach victims of abuse including how to work directly with children, thus responding to a key skill gap identified by the EU Strategy on the Training of Justice Professionals.

Courses continuing to attract learners include fight against racism, xenophobia, homophobia and transphobia; combating hate crimes and hate speech; violence against women and domestic violence; asylum and human rights; environment and human rights; labour rights as human rights; judicial reasoning and human rights; cybercrime and electronic evidence; data protection and privacy rights and ethics for judges, prosecutors and lawyers. For this evaluation, the team also examined feedback around updated HELP courses focusing on child-friendly justice; combatting trafficking in human beings and notably the new HELP in the EU III course on the Interplay between the European Convention on Human Rights and the EU Charter of Fundamental Rights.

There is significant energy being invested in new courses to impact on future learners and these include examining: artificial intelligence and human rights; international humanitarian law and human rights; application of the temporary protection in the EU; Judges upholding the rule of law (with EJTN); mental health and human rights;

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[1]

deportation of children and protection of children against sexual exploitation/abuse. These courses are meeting the most significant challenges facing Europe, mobilising to impact positively on displaced communities, and focusing particularly on the most vulnerable, young people. Through training, the HELP in the EU courses are functionally trying to build a better Europe.

Care taken by tutors to introduce materials that offer greater domestic context, a cutting-edge perspective, or increase accessibility also contribute to the courses being highly relevant for legal professionals. Indeed, this additional focus from tutors was highly valued by course users and will be discussed in subsequent sections of this evaluation.
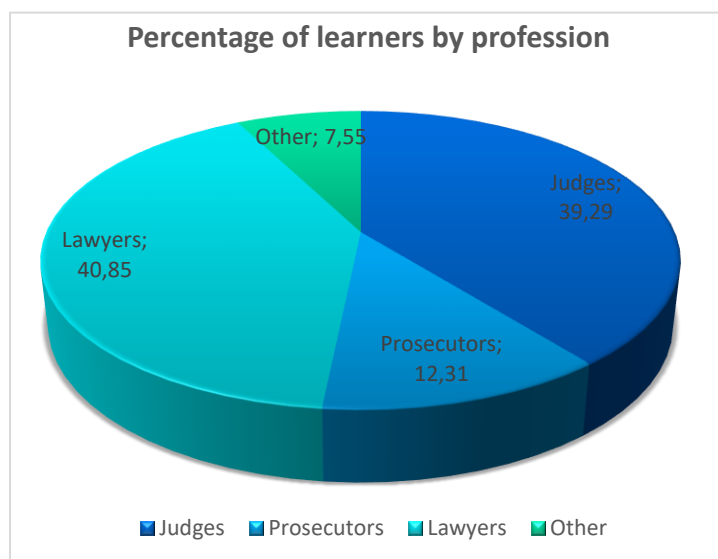
Courses around cybercrime speak directly to the need to keep up to date with digitalisation, new tools and new technologies. The online presentation of course materials provides implicit upskilling for all direct beneficiaries with some users rising to the challenge (examples of new networks, introduced in course, continuing to flourish on social media (Viber, Facebook, WhatsApp) and others preferring more traditional ways of communicating (choosing email over the forum, asking for materials in a downloadable format). The courses overwhelmingly contribute to skill development with 97.7% of direct beneficiaries (user end of course survey) agreeing or strongly agreeing that the course developed their skills.

The beneficiaries are keen to see further development in subject areas: two participants in the interviews suggested new training on collaborative law and beyond mediation would be valuable and three mentioned more training on supporting Roma communities.

Finding 3: HELP In the EU III is filling educational gaps and meeting the needs of beneficiaries.

The HELP in the EU III continues to successfully target legal professionals – judges, prosecutors, lawyers, legal students and court aligned practitioners - who apply the European human rights standards in their daily work. Figure 1 presents the professionals who have completed HELP In the EU III courses as percentages, and in this figure "other" includes students, court officials and senior administrators who work with legal professionals.

FIGURE 1: PROFESSION OF DIRECT BENEFICIARIES OF TUTOR-LED COURSES, PRESENTED AS A PERCENTAGE OF TOTAL USERS

Percentage of learners by profession

Other; 7,55
Judges; 39,29
Lawyers; 40,85
Prosecutors; 12,31

■ Judges ■ Prosecutors ■ Lawyers ■ Other

As noted though the 2022 evaluation of HELP in the EU II, the scale of the programme is ambitious reaching across 26 member states. The combination of self-learning modules and tutored courses seems to be meeting diverse need.

There is evidence too that the online, self-learning courses are accessed by direct beneficiaries beyond the EU Member States[2]. The HELP courses are attracting users from across the Council of Europe member states and beyond, including the UK, Georgia, India, Armenia and Azerbaijan and this delivers a level of cohesion that transcends the EU, and as such, represents significant added value, see figure 2.

Decisions around which courses to commission, which courses require updating

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[2] Data extracted from CoE powerpoint '2402 HELP in the EU achievements, and does not appear to be aggregate data that also includes HELP in the Balkans and Help in Eastern Europe and the Caucasus.

and whether to translate materials into the domestic language of the member states continues to be made based on identified needs and in response to monitoring results, in agreement with the European Court of Human Rights and other Council of Europe bodies, FRA, CCBE, EJTN and the domestic partners active within the HELP ecosystem.

Interviews with the Focal Points indicated the strong links between the national academies for legal professionals, and the HELP in the EU III courses, signalling that the courses are meeting a gap, and are also taken into account within domestic training frameworks. HELP in the EU III builds on the legacy of earlier iterations to meet demands for support in implementing the standards of human rights, rule of law, and democracy. It therefore fills capacity gaps by raising awareness of human rights standards and their meaningful application to priority issues such as climate, violence, trafficking, crime and inclusion, in a way that can be assimilated and used directly by legal professionals – as opposed to general, presentational courses which exist outside of the HELP format.

Thus the development of the programme is directed by top-down methodologies (for example, the European Court of Human Rights) and bottom up (requests from member states) while also drawing on Council of Europe expertise to address emerging priorities within a European context.
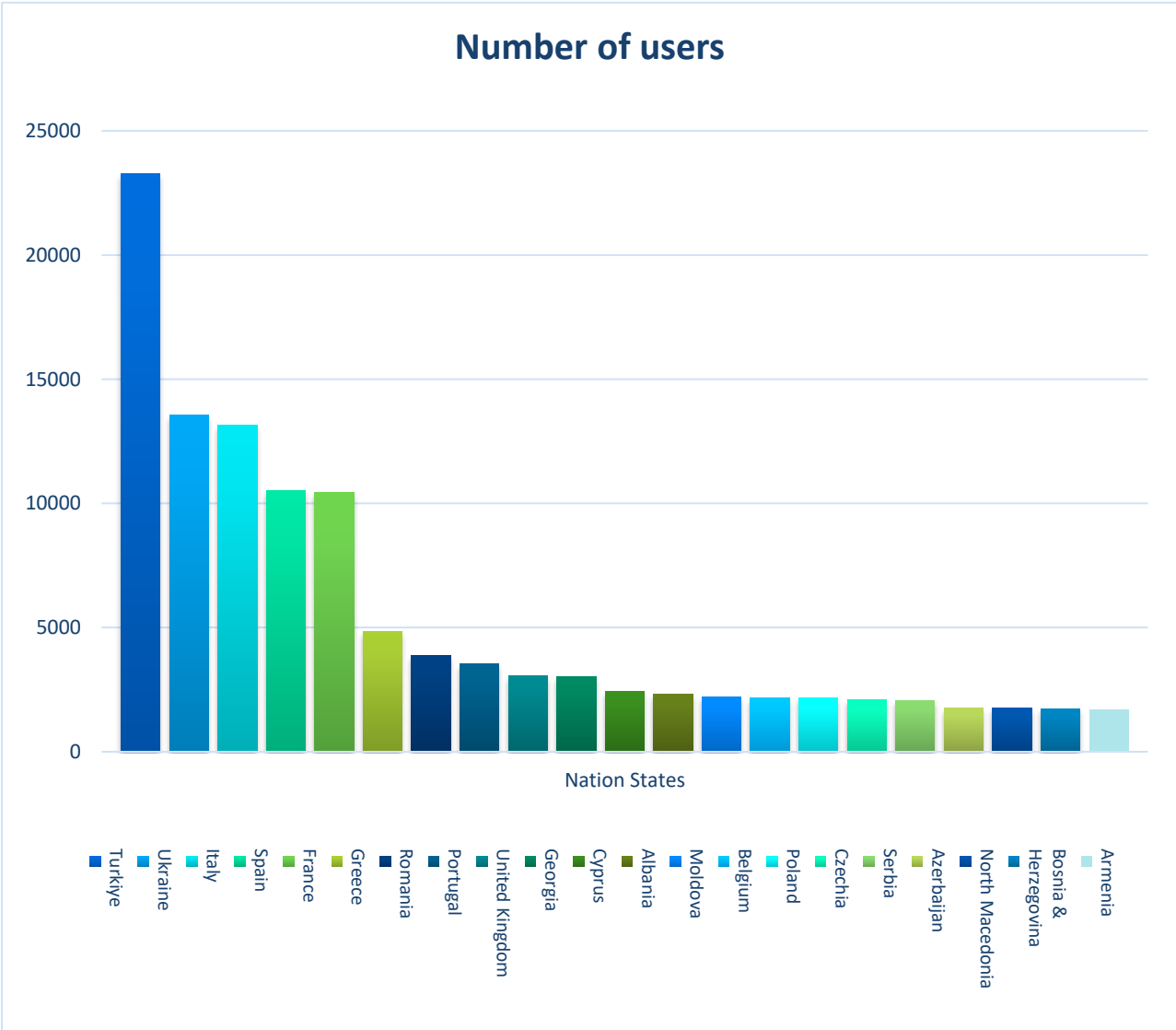

FIGURE 2: TOP 20 COUNCIL OF EUROPE MEMBER STATES (BY NO OF HELP USERS)

Critically, the users/direct beneficiaries are rating their training very highly.

The 30 courses delivered by HELP in the EU III secured an overall rating of excellent (65.04%), good (30.14%) and satisfactory (3.71%), see figure 3. This is consistent with the performance reported in the HELP in the EU II evaluation (excellent, 69.16%, good-27.35%, and satisfactory 3.03%) and presents an overwhelmingly positive picture. For clarity, 95.18% of direct beneficiaries rated the HELP in the EU III courses as excellent or good, compared with 96.51% of direct beneficiaries who rated the HELP in the EU II courses as excellent or good.
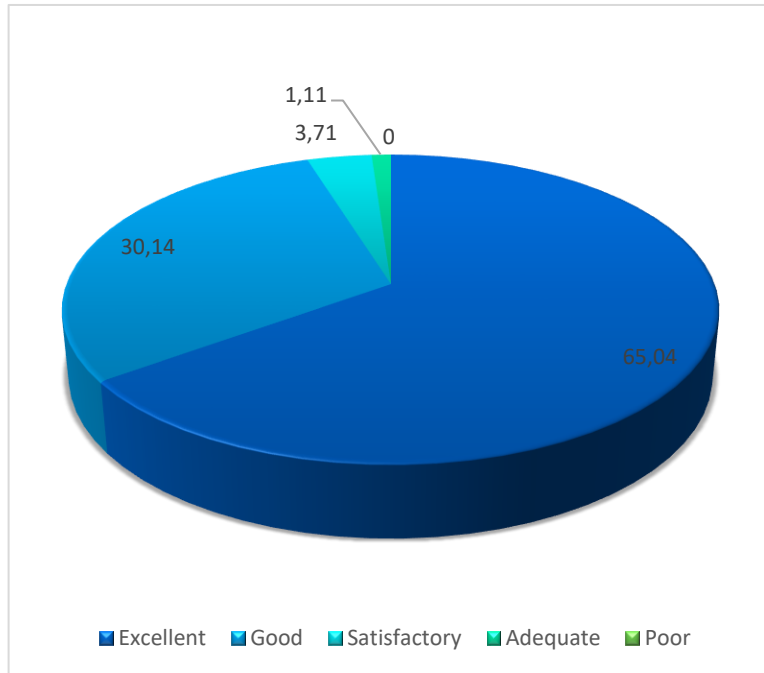
Finding 4: The project continued to respond to a demand for high standards while scaling up to meet the needs of more legal professionals. The launch events were decisive to maintain a high level of tailoring across courses.

Of crucial importance here is that high standards are maintained as number of direct beneficiaries has been matched (964 direct beneficiaries enrolled in tutor-led courses and 723 successfully completed courses in HELP in the EU III compared with around 1000 enrolled students captured by the HELP in the EU II evaluation, and note that the Covid-19 pandemic was considered to play a role in the large number of enrolments in HELP II, and was not a factor in HELP III).

Table 3, and figures 2-3 present comparative analysis of data reported in the 2022 evaluation and generated from the HELP in the EU III course evaluation around launch events.

Almost 95% of direct beneficiaries rated the launch event agenda highly, either strongly agreeing, or agreeing that the agenda was well proportioned with topics relevant and well balanced, see table 3. This was slightly lower than reported in the 2022 evaluation but again, the much larger number of course users means that this consistency is a significant achievement. In turn, almost 90% of direct beneficiaries of HELP in the EU III agreed or strongly agreed that the launch event helped them understand the core aspects related to the topic and how to access/go through courses online, compared with 93% who were recorded in the 2022 evaluation.

The success and significance of the launch event was discussed throughout the short answer feedback and the qualitative interviews. The launch was considered an essential event providing a critical steer for the culture of each course, and demonstrating the relevance of the courses. They were highly praised by tutors (who were also reflecting on feedback from their students) for being highly organised, creating a great first impression. For example, the presence and contribution of well-known leaders within the legal and human rights professions as invited speakers at the launch event attracted participants. Participants/direct beneficiaries highly valued the 'rare opportunity' to network, and this was reported where the launch was local (at the state member level) or multi-national.

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[3] Source: Analysis of data provided by CoE generated from user/direct beneficiary feedback to course tutors.

*Table 3: Overall assessment of HELP in the EU III courses Launch Events*

Direct beneficiary statement of quality	The agenda was well proportioned and topics relevant and well-balanced		The launch event helped me understand the core aspects related to the topic and how to access/go through the course online	
	HELP in the EU II **2022** Evaluation	HELP in the EU III **2024** Evaluation	HELP in the EU II **2022** Evaluation	HELP in the EU III **2024** Evaluation
Strongly agree	60.89%	56.29%	65.9%	61.96%
Agree	35.48%	38.6%	27.3%	27.81%
Neutral	3.11%	3.74%	5.4%	9.5%
Disagree	0.54%	1.15%	0.5%	0.62%
Strongly Disagree	0%	0.21%	0%	0.1%

The launch was considered 'compulsory' by many tutors for the initiation it offered. Some used the event to get to know their students and thus further tailor their course, with examples of quizzes to assess the participants' prior learning leading to adaptation of course materials to better suit the students. This constitutes a good practice to further boost the relevance of each subsequent course.

These valued efforts to stay closely relevant to the participants comes with a trade-off: the agenda was considered quite busy and some tutors, again drawing on feedback from their students, suggested that the launch be extended to a day and half. This would also provide more time for greater focus on the structure of each course and the technical aspects of learning online. Two tutors suggested that aspects of the launch be videoed for those who could not attend, and this would improve inclusion as some users clearly struggled to attend (one tutor reported that only 35% of their students were able to attend). Four tutors suggested a mid-term event would help maintain students' motivation, and while this may be beyond the resources of the Council of Europe, it speaks to the popularity of live events.

Before moving on to the added value of the HELP in the EU III programme, one other piece of data really speaks to the relevance of the courses. An overwhelming share of surveyed beneficiaries agreed or strongly agreed that the HELP in the EU III courses (93.93%, and 0% of respondents disagreed or strongly disagreed) covered relevant topics, useful in their work, consistent with 93.62% who agreed or strongly agreed reported in the 2022 evaluation (see figure 4).

FIGURE 4: RESPONSE FROM USERS TO THE TUTOR SURVEY: THE TOPICS COVERED WERE RELEVANT TO ME AND WILL BE USEFUL IN MY DAILY WORK

Percentage of users

- Strongly agree: 55,75
- Agree: 38,18
- Neutral: 5,11
- Disagree: 0
- Strongly disagree: 0
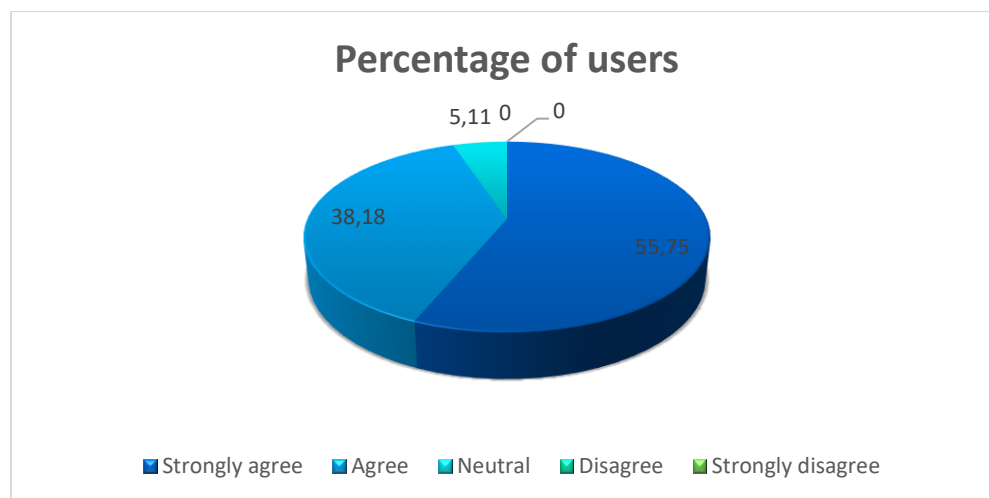
4.2. Added value

Sub question 2a: What is the competitive advantage of HELP methodology for supporting the professional development of colleagues?

Council of Europe HELP program has established a clear and coherent identity in providing the highest standard of human rights education. The HELP methodology is particularly well suited to disseminate the vision and principles of the European Convention on Human Rights and aligned texts and policies.

The non-tutored, online course free at point of use, and open to all users was a major asset, effectively democratising access to learning. The programme is filling a gap in the education needed by legal professionals which cannot be delivered domestically. Its key feature of adaptation of the courses based on European Law in field of human rights and fitting it into the context of national legislation creates unique added value. The interviews with focal points, tutors and direct beneficiaries as well as the short answer feedback on the surveys reveal that the HELP methodology, by combining interactivity and tutor support with self-learning loop is uniquely suited to the professional needs of the target beneficiaries.

Finding 5: Accessibility is a key marker of HELP in the EU courses, ensuring the programme has a competitive advantage.

The non-tutored, online course free at point of use, and open to all users was a major asset, effectively democratising access to learning. Unlike other online providers (such as *Futurelearn*, *Coursera*) the certificate of learning is free. Direct beneficiaries report being able to control the pace of their learning, and finding the relevant materials for wider reading when required.

For tutor-led courses, having the materials available online was also reported as an asset, that enabled users to learn/engage when they had time available. Indeed, 76.2% of direct beneficiaries rated the online presentation of materials as the one of the most useful aspects of the HELP training in the survey. Drawing on data from the end of tutored course user survey, 98.5% of respondents rated the quality of content of the online courses in the two highest categories (of 5) and 96.9% rated the format and interactivity of the online courses in the two highest categories (of 5). In the interviews, several have noted that without this degree of access and control, many would not have completed the course successfully. Indeed, tutors identified workload issues as being a significant barrier to learning, and the most cited reason given by students unable to complete. Most tutors used extensions to keep learners engaged and to support course completion. Being able to access the courses whenever free time was available, was a key element of success for many users.

Another way of understanding accessibility is the language that the courses and materials were available in. Many tutors in the interviews and course feedback, and focal points in the interviews reflected that having materials translated from English or French into the most common domestic language improved engagement, particularly when these materials discussed domestic issues. There was a case to keep some documents (relating to the ECtHR for example) in English or French because the legal professionals needed to be clear on the intended interpretation of key clauses, articles and cases. Some of the focal point interviews reflected that having materials in English and French was increasingly accessible for younger legal professionals and/or for those living in cities, but it could exclude some older professionals and/or those working in more rural geographies.

Finding 6: HELP in the EU III is meeting demand for digital education as stated within the EU Strategy on the training of justice professionals.

Hosting the course materials online for the HELP in the EU III was a good strategy for engaging all students in digital skills. There were frequently technical issues around the launch of courses, perhaps signalling that adapting to a digital environment was added-value upskilling for many users. Indeed, some students were confused between the tutor-led courses and those for self-learning, and this was swiftly resolved by tutors. Others were confused by the use of a code to access tutor-led learning, some struggled with submitting assignments.

While the digital access to the course works well on computers, handheld devices are more difficult and using cell phones is tough.

Three of the tutors reflected that it would add value if students could determine progress through the course and through activities, and would appreciate visualisations that showed modules as 'complete'. Digitalisation continues as a theme embedded below.

Accessibility for learners with disabilities was mentioned as an area that required improvement by five participants from across the groups involved, though no particular barriers were identified. Greater access to sign language, and easy read versions of materials were included as potential improvements.

Finding 7: By providing a training ecosystem that allows networks to form, HELP in the EU III is supporting the professional development of colleagues within, and beyond each course. The available digital tools are not fully suited to meet the demand for networking.

As the desk-based review of quantitative data shows, the relevance and approach of HELP in EU III are well suited to work at scale in terms of user numbers and in terms of geographies, at attracting relevant legal professionals including senior colleagues, and in delivering conducive learning spaces. Survey, focus groups, and interviews suggest that the reputation of the Council of Europe and the EU draws the most qualified experts to help build courses and develop new materials and as such, produce learning environments that are relevant, cutting-edge and useful.

The opportunity to meet with other legal professionals, often with shared expertise (for example, challenging violence against women) was recognised by many as a strength of the HELP in the EU III that was 'additional' to other training available. Although achieving interaction was often the most difficult part of being a tutor (end of course feedback from tutors), interviews with the focal points confirmed that students effectively formed networks adding significant value, and the exchange of experiences, particularly in multi-national courses, was valued. Tutors from two courses, reflecting on feedback from their direct beneficiaries, said students wished there was more time within the course to interact with their peer group and network.

Not all course users successfully utilised the forum for discussion and networking but some did, and this seemed to be independent of the tutor (who all tried to trigger debate and engagement on the forum). Data from the end of course user survey reveals that only 26.9% of respondents felt that the forum was one of the most useful elements of the course, so the forum may not have proven to be the best device to foster interaction and networking. Having an early online meeting with attendance 'expected' was used successfully as a device by some tutors to encourage direct beneficiaries to see the value of working together. Some direct beneficiaries used other forms of social media (WhatsApp, Facebook, LinkedIn, Viber) to set up a student network, to discuss the course and share related events that were happening. There were two examples of such networks existing after the end of the course, providing an unintentional, but significant added value. The forum is not equipped to support post-course activity and so using a platform like LinkedIn from the start may strengthen engagement. There are two advantages to this model, LinkedIn can 'preserve' the new network formed post-course and second, the network is accessible to the Council of Europe HELP team for monitoring.

Finding 8: The expert tutors represent major strength dedicated to creating a first-class learning experience, but where national expertise is lacking, multi-national courses become imperative.

The tutors were dedicated to creating useful learning environments that added value and largely succeeded in doing so. From the end of course user survey, 97.5% of respondents reported that the quality and content of tutor adaptations was high and 96.2% felt that the tutor's adaptations were relevant and interactive (using the top 2 levels of a 5-point scale), in turn 63.8% of users felt that the tutor prepared resources were the most useful aspect of the course.

It was evident from the interviews with tutors and direct beneficiaries, and from the course feedback surveys, that tutors took great care in providing additional resources that would be timely, relevant and enhance engagement. Many tutors in the interviews and the end of course feedback discussed how the launch event, the forum and other opportunities to engage with students influenced them to increase and enhance materials available to meet individual interests. The focal point interviews indicated this was more difficult if the launch event was online, and

in turn diminished the degree to which they could tailor materials to the students who had enrolled. In turn, it is harder to connect with all direct beneficiaries when the courses are large, yet, there was a commitment to attempt connection, which is key to delivering effective learning.

Some tutors carefully catalogue the additional resources so it is very easy for users to evaluate whether they would benefit from engaging with the materials. Such practices, which appeared widespread, produce an excellent learning experience particularly where a course is bridging between European and domestic law. Understanding how much time tutors invest in these added value materials would be useful to manage their expectations. For users who had time, the additional course materials were highly valued for being comprehensive, though for those who were time-poor, the amount of materials sometimes felt overwhelming.

Students seemed particularly engaged with examples of evidence (for instance, around the need for climate justice), and of strategic approaches to litigation including appraisals of difficulties in establishing a case and procedural data, (for instance, realistic timelines to prepare and deliver a case). Additionally, materials provided by tutors that linked between relevant domestic, European Law, and EU provisions, with explicit reference to the case law of the European Court of Human Rights was highly valued, while engaging and accessible resources like videos, social media posts, blogs, TED talks, interviews with jurists, psychologists and criminologists, and definitions of legal terms were also noted by students in their feedback to tutors as aiding their motivation and their learning. In turn, such materials were most valued when they related to their own member state and/or were recent. Local relevance helped students engage with 'difficult' resources such as academic papers and statistics. Tutors explicitly introduced 'breaking news' as a device on the course forum, to update students on emergent cases, motivating learners and signalling that the materials were cutting edge, for example, this was used well on the human trafficking and labour law courses.

From the interviews, particularly with people operating as focal points, it was clear that there was strong loyalty to the HELP programme, and pride at working at the intersection between Europe-wide (and beyond) training and domestic provision. Many involved had worked as tutors too, and were instrumental in drawing in talented teachers and experts in human rights law to the programme.

The expertise of the tutors was highly valued by direct beneficiaries, and it was evident from the data analysed that tutors were dedicated to creating a first-class learning experience.

A final point on tutors, domestic expertise in current issues may be missing and this can be a barrier. For example, in one focal point interview, there was considered demand for a tutor-led course on violence against women, but limited national practice challenging gendered violence made it difficult to find tutors with sufficient domestic expertise. This is where multi-national courses become an imperative, because expertise beyond a member state can impact within (upskill legal professionals within) a member state.

Finding 9: Courses developed to cater for learner groups add value by offering targeted learning opportunities with some evidence that a 'generational effect' could mean that future courses could successfully combine learner groups.

The tutors and the focal points generally supported courses (when relevant to the topic) targeting particular groups of legal professionals (for example, targeting judges rather than lawyers). Reflecting on their experience with the cyber-crime course, one focal point operative argued that the focus on procedures underpinning investigations was must-have knowledge for lawyers whereas judges needed the international context to inform their decisions.

Another tutor reported feeling that different legal professions in the room was useful to give a range of perspectives and trigger debate. They also reflected that younger judges tended to enjoy this environment more than older ones and it is possible that there is a generational effect.

Several tutors and one focal point participant felt that the HELP in the EU courses were very relevant for professionals working in civil society, and would champion dedicated targeting of learners from these fields for the tutor-led courses.

Finding 10: One notable competitive advantage offered by HELP in the EU courses are the thoughtful and applied activities.

The assessments were a key element of the learning environment, and 61.5% users reported that assessments and practical exercises were the most important (from the end of course user survey). Many tutors advocated using quizzes to help students gauge their learning on the courses. Others preferred to use assessments, particularly with more senior legal professionals such as judges, that required some social imagination, to help focus conceptual understanding on applied scenarios. This strategy worked very well where the direct beneficiary was asked to generate examples from their own practice or domestic law, so they were better able to bridge between the learning on the course and their own context. Another tutor prepared fictitious case studies based on ECtHR case law, providing a model answer post-assessment to trigger debate and discussion. Some tutors also encouraged students to discuss their assessment on the group forum and this helped increase the resources, materials, and examples available to all learners. Indeed, two tutors reflected that they found their course to offer a learning environment for them personally because their students were generating novel examples.

Some tutors advised splitting up the course materials noting divisions between students/users who in their legal profession focused on civil or criminal law. The tutors argued that this would help users navigate the materials and perhaps those that were the time-poorest could prioritise the most important elements.

Finding 11: The HELP in the EU III courses supported professional development, but since the time to dedicate to study was difficult to find, integration with national education institutions is of crucial importance.

Time was a strong theme that emerged through analysis and can potentially diminish added value if not considered carefully. Interviews with the Council of Europe staff demonstrated their keen awareness of the time constraints experienced by all legal professionals and this was substantiated through all the data collected, with many reflecting that the learning takes place at evenings and weekends. Legal professionals, inclusive of judges, prosecutors, lawyers and other professionals aligned to the courts are time-poor, even if they are also keen to learn and dedicate time to HELP in the EU III courses. The data from the tutor's end of course surveys revealed a different picture with 90.90% of users agreeing or strongly agreeing that time allocated for the training was sufficient.

It helped if national academy formally endorsed courses (and the focal point interviews strongly suggest that this is the case for many member states), if their employers required them to spend time on continued professional development, and if colleagues endorsed the course. The link to national academies is a critical point, 93.8% of direct beneficiaries (end of course user survey) said that they would enrol in more HELP online courses if they were included in the training curricula of their national academy. The focal points then are strategic allies for the Council of Europe because they often are the link between senior champions whose endorsements influence behaviour, the national academies, bar associations and the HELP in the EU courses.

Despite difficulties finding time, many direct beneficiaries would complete more training with HELP in the EU, indeed just over 97% agreed or strongly agreed that they would consider taking another HELP distance-learning course and/or recommend to a colleague, see figure 5. In the future, end of course surveys to direct beneficiaries could ask if they have completed a course before, or if they did recommend the training, as this would provide interesting data not just about intention to continue learning, but actual commitment to continued learning.

FIGURE 5: PERCENTAGE OF DIRECT BENEFICIARIES WHO REPORTED AT END OF COURSE THAT THEY WOULD CONSIDER TAKING ANOTHER HELP DISTANCE-LEARNING COURSE AND/OR RECOMMEND TO A

Percentage of users

2,47 0,36

21,73

75,45

■ Strongly agree ■ Agree ■ Neutral ■ Disagree ■ Strongly disagree
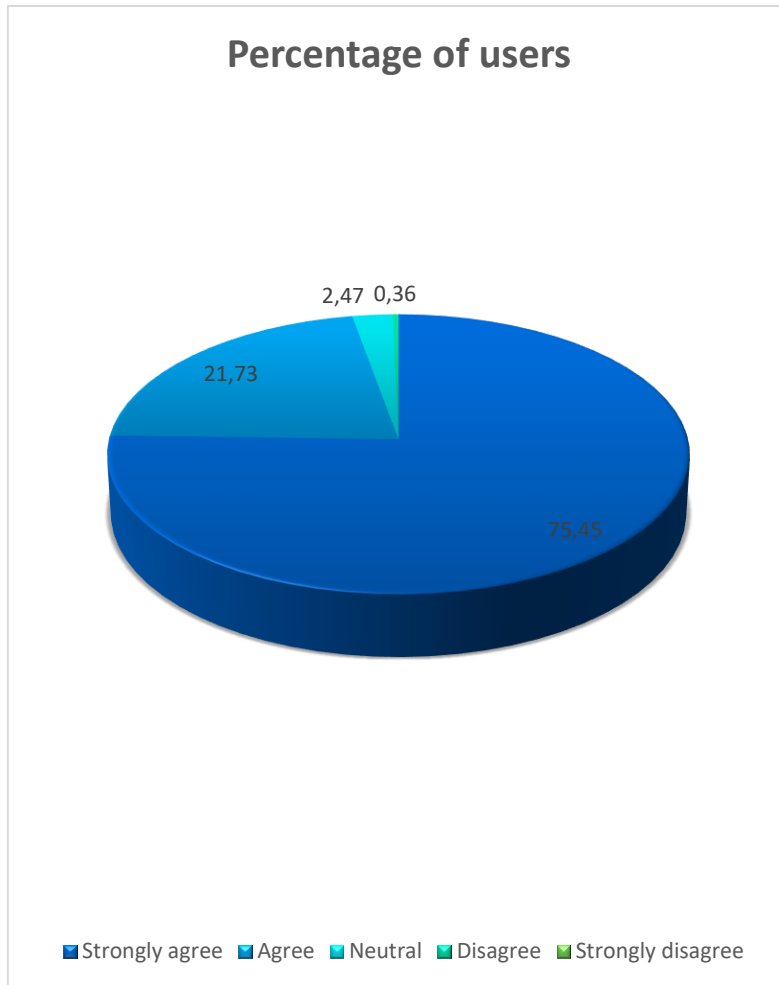
There was feedback from tutors that courses that overlapped with festive occasions, or traditional holiday time triggered issues for many students. Summertime, Christmas and Easter festivities were all mentioned. Some tutors felt courses required more learning hours than specified, particularly if the materials included some domestic elements. Tutors reflected that it may be useful to revisit how long courses actually take to complete and this point relates to the evidence above around expert tutors who are providing new and essential materials that add value to the learning environment, that require additional engagement from learners. Ensuring direct beneficiaries have realistic expectations of each course and that the time allocated to the course is realistic, would help successful completion of the course. Another suggestion most commonly discussed in the feedback from tutors, was that rather than formal enrolment, participation in the first assessed activity would be a better baseline, because most of the drop-off students were absent from that point.

4.3. Effectiveness

Sub-question 3a: To what extent has the project achieved its expected results?

Finding 12: The exponential growth of participants and their consistently high level of satisfaction suggests that the project is achieving expected results, while having shaped the prestigious HELP in the EU 'brand.'

Analysis of the quantitative data, and drawing on material provided by the Council of Europe HELP team, shows that the programme of courses, both self-directed learning and tutored courses, continues to grow. The 2022 evaluation covered the Covid-19 period which was marked by exponential growth, and the marked increases in courses, in users and in tutors is not as significant for HELP in the EU III, but growth is evident. Figures collected in June every year (and most recently, 2024), show significant growth in users registered on the HELP e-learning platform. From 1534 users in 2011, there were 18,071 users in 2017 (the mid-point between launch and this evaluation) and 156,000 recorded in this year. Of these, 68,000 came from EU member states. User numbers are disaggregated by the top 20 member states in figure 2.

As of January 2024, 40,000[4] students had completed a self-learning course to the point where they became certified (180,000 enrolments indicating the recognition of HELP as an attractive destination for learning). The self-learning

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[4] Data in this section is drawn from our own primary data collection, end of course feedback surveys, and the material provided by the CoE HELP team include the PowerPoint 2402 HELP EU ACHIEVEMENTS first produced in February, 2024.

courses translated into EU languages attracted 133,000 students leading to 25,000 direct beneficiaries completing the course and earning a certificate, and it is estimated that 14,588 of these earned their certificate from HELP in the EU III courses (the relevant source data is not clearly aggregated between the II and III iterations). HELP in the EU has delivered 195,874 learning hours on the self-directed courses and is effective then, in its goal of delivering education at scale.

There is significant evidence of success too with regard to the tutored courses. The tutored courses have attracted 50,000 students (figure represents all courses, national and multi-national plus all countries) and 75% completed the course successfully. The tutored courses hosted by EU member states have attracted 11,000 participants, also with a sizable success rate of 75%. The tutored courses aligned with EU projects have attracted 3550 direct beneficiaries and again, a 75% completion rate demonstrates that the learning environments are effective learning spaces. A few tutors in their end of course feedback, and this emerged in the interviews with tutors, users and focal points, suggested that the materials for each course should be available as a downloadable PDF at the end of the course. In the user interviews, some explicitly stated that they returned to the materials after a course is finished because the learning had become relevant to a current case or project, and this demonstrates direct impact on the work that they produce. This finding was reflected in the survey data too, with 53.1% of direct beneficiaries agreed or strongly agreed that they regularly returned to the course page to retrieve information and resources (end of course user survey, HELP in the EU III). A downloadable PDF would provide a more traditional type of resource for the legal professionals who did most of their learning through books and practice. It may also serve as an additional incentive to complete the course if the PDF was only available at the same time as the certificate was awarded.

Again, it is unclear from the data provided by the Council of Europe HELP team how much of the figures in the two paragraphs above are a property of the programme overall or the HELP III specifically, but there is a significant increase in all figures from those published in the 2022 evaluation and leading the evaluation team to conclude that the HELP 'brand' is respected, is demonstrating growth and attracting learners. The marketing of the courses, and the strategy of snowballing (impressed learners recommend the courses to peers) is highly effective. The labour keeping the courses relevant, state-of-the-art, and meeting demand for new topics is also contributing to the effectiveness in terms of providing useful learning spaces.

Finding 13: There is some evidence, that the project is achieving results beyond its immediate outcomes that affect the legal profession in EU member states.

The surveys and interviews provided some evidence that the project is affecting its beneficiaries and the legal profession the EU member states on a more general and long-term plane, setting up the elements for impact.

There is certainly accumulation of added value snowballing towards impact. Table 4 presents data from the end of course survey to users demonstrating the enhanced learning development, daily activities and knowledge.

Table 4: Impact and effectiveness of HELP in the EU III tutor-led courses (data from end of course user survey)

Direct beneficiary statement of quality	My knowledge of the topic increased	Completing the course contributed positively to my professional development	I use knowledge and skills in my daily work
Strongly agree	68.5%	57.6%	36.3%
Agree	29.2%	33.1%	32.3%
Neutral	1.5%	8.5%	26.8%
Disagree	0%	0%	4.6%
Strongly Disagree	0.8%	0.8%	0%

HELP in the EU III is successfully contributing to human rights education, creating a unique and inclusive learning environment highly rated by beneficiaries. For example, 93.7% of users strongly agreed or agreed that their course improved practical knowledge of human rights law at the national level. By June 2024, 156,000 users of the HELP e-learning platform were recorded, and 195,874 learning hours are estimated to have been completed.

Other key statistics include:

- 98.5% of users highly rated the quality of content of the online courses
- 96.9% highly rated the format and interactivity of online courses
- 97.5% highly rated the quality and content of tutor's adapted resources
- 96.2% highly rated the relevance and interactivity of tutor's adapted resources

And learners either agreed or strongly agreed that:

- 93.93% that HELP covered relevant topics, useful in their work (an improvement on the 2022 evaluation)
- 97.7% reported that their knowledge of the topic increased,
- 90.7% contributed to professional development,
- 97.7% that the course developed their skills,
- 68.6% enhancing knowledge and skill relevant to daily work, and 97.2% they would take another HELP in the EU distance-learning course, or recommend to a colleague

Another example is that of the high degree of relevance and efficiency delivering immediate impact: in an interview with Council of Europe staff it was communicated that a member state 're-found' a law that said all judges required training on child-friendly justice, and demanded rapid upskilling of the magistrates. As the HELP in the EU course was available, (and domestic training was not) the Council of Europe team prioritised translating the course into the relevant domestic language, knowing the return on their investment would be all domestic judges participating which in turn, would create a new community of practice informed by European standards.

The Council of Europe team are reliant to some extent on member states identifying such gaps and they have worked hard to build relationships, particularly through the focal and info points. A similar story emerged from another member of the Council of Europe team who reflected on presentations of the violence against women course which has met demand in a different member state, as entire departments committed to learning. A focal point participant was clear that judges were using case law learned on HELP courses and applying this in their decision-making around domestic cases, and thus embedding EU standards into domestic case law.

There is evidence that the EU Charter for Fundamental Rights is drawn upon increasingly in case law, particularly in western EU member states at the constitutional court level, and it was supposed that this was the impact of the Interplay course that connects the EU Charter with the European Convention in Human Rights (interview with third party).

There is also some evidence of conversations triggered nationally following successful completion of HELP in the EU III courses. For example, one member state has been reportedly influenced by the hate crime course, to reflect on why hate speech is not regulated at the national level. Senior legal professionals recognising Strasbourg's steer in this direction is a substantive gain, although the lack of domestic legal structure means that the knowledge may not trigger reform domestically (focal point interview). This points to the potential factors limiting wider impact.

A different participant, also operating as a focal point argued that the impact of HELP in the EU courses was inevitable. They observed that learners are absorbing jurisprudence of the European Court of Human Rights, and though such European law may not be binding in domestic courts, the 50 or 60 (figures derived from interview) judges that complete each course will draw on the jurisprudence and this ultimately impacts on domestic legal structures through case law, and their written defence/rationale. The participant went on to explain that within their domestic legal system, a recent amendment now allows appeal (against a domestic judgement) if a decision is not consistent with the European Court, and this is the provision judges need to apply. In short, if judges know that domestic judgements can be overturned by the European Court, then their judgement will draw on the international jurisprudence to avoid an appeal, and the main channel for this learning is HELP.

Sub-question 3b: What unexpected results did the project bring if any?

Finding 14: The HELP in the EU materials are in effect, acting as a living library, a repository of information that beneficiaries are returning to, to apply in their day-to-day work. This function can be more explicitly enhanced.

HELP in the EU's main goal is to help legal professionals, inclusive of other and current and future professionals, to apply European human rights standards in their daily work, via effective training. Some direct beneficiaries reflected that the course have helped them sense-check elements of their practice, for example, confirming that their 'common sense' decisions were in fact in line with international recommendations, and this strengthened the justification of decisions which in turn, become part of the legal record (focal point focus group). One judge, interviewed as a direct beneficiary confirmed this view. They have adopted the practice of learning at least one new HELP course a year. While their practice is not international in focus, nevertheless, the HELP online platform is the reference resource that they use when they do need an interpretation of European law and this they said, was 'benefiting my day-to-day work'. In this connection, several interview participants have indicated that having the "course reference books" in printable format could help them in using the course materials more often.

Sub-question 3c: How and to what extent have gender and human rights-based approach contributed to the achievement of these results?

Finding 15: Gender mainstreaming appears to have been effective as there is no detectable difference in performance between men and women in terms of successful completion of courses. The gender structure of the magistrates in several countries seems changing, which may warrant further attention from HELP team.

The primary data collection asked all evaluation participants explicitly about gender equality and mainstreaming through the HELP in the EU III programme of courses. Most signalled the significant numbers of women in the profession, that mapped to the number of women enrolling in and completing courses and suggested that gender equality was well established. From the end of course tutor survey which recorded enrolment and completion values by gender, we can conclude that 664 women enrolled, and 506 women completed successfully, giving a completion rate of 76.20%. This compares to 275 men who enrolled, and 215 men who completed, giving a completion rate slightly higher at 78.18%. The learning environment itself then, does not appear to discriminate negatively or positively for any gender group as the completion rates are very similar. There is a gender imbalance on who is enrolling for the courses and this triangulates with the primary qualitative data that reported that women are more represented than men in the legal profession at all levels, with multiple examples of women holding the most senior legal positions (such as Supreme Court Judge). As noted in the 2022 evaluation, it may be that the online presentation of materials makes learning more accessible for women who may feel pressured into performing a mothering rather than a parenting role, but this argument did not appear in this evaluation.

Further questions during the interviews and a focus group revealed, that the gender structure of the legal profession, especially that of the magistrates, is in flux in several countries, with more women taking up the position of judges (where women are at times even over-represented) but also previously often male-dominated role of the prosecutors. The extent of this change and its socio-economic drivers are beyond the scope of this evaluation, but may require attention of the HELP project team to analyse and calibrate the impact of HELP courses. Even the welcome shift towards more female engagement in prosecutor roles may have a worrying underpinning: two interviewees revealed, that this was at least in part linked to the fact that the magistrate positions require long studies and are badly paid, so in societies where men are perceived as primary breadwinners, they have considerable incentives to go to private practice. On the other hand, generous summer vacations afforded to judges attract women who have, or intend to have, children.

FIGURE 6: PERCENTAGE OF ENROLMENTS BY GENDER ON ALL HELP IN THE EU III TUTOR-LED COURSES
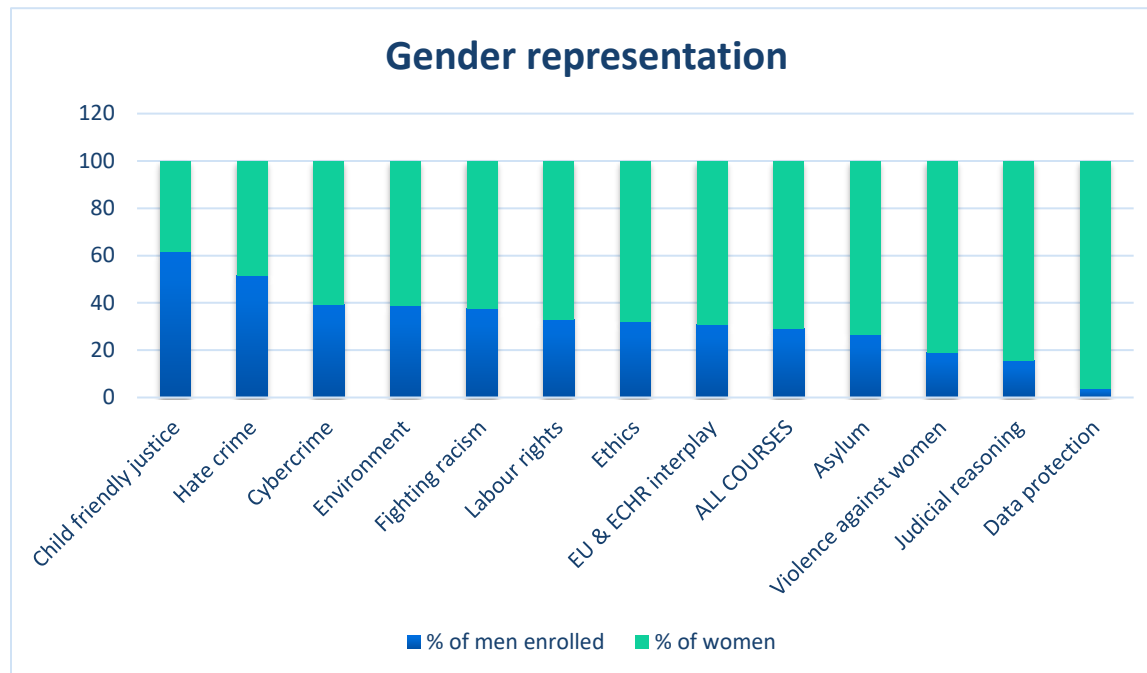
Gender representation

Figure 6 includes data from all of the HELP in the EU III courses, examining the enrolment on each course[5] by gender (only binary genders were recorded, and so reported, and where multiple versions of the same course ran, the figures are the average enrolment by gender). The average enrolment on across all courses was 70.71 women and 29.29 men, labelled on figure 6 is 'ALL COURSES'.

Finding 16: The HELP human-rights based approach bridges gaps in the EU member states' legal education and prepares these systems for including this approach in their own curricula in the future.

Related to questions of 'added value', many involved in the interviews commented on the impact of the HELP in the EU III training in terms of filling gaps in what is available domestically. Several tutors and focal points reflected that university curricula do not dedicate many hours to the European Convention on Human Rights for example, and human rights education may come from optional rather than core courses. member states that are newer members may have legal professionals whose training pre-dates membership and as such would have had no formal training on European law. Indeed, there were reports of universities in Spain and in Belgium that required students to access at least one HELP course to supplement their learning. In one member state, demand for the interplay course was three times higher than available places, and a different focal point operative argued that this course should be mandatory training for legal professionals working across Europe. Where domestic training is available, it is often lacking on the EU perspective which may then not achieve the raising standards aspect. Often too, the materials used in training are not available post-course and the HELP in the EU III's commitment to continued access to materials is superior.

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[5] The full title of the courses featured in figure 6 (in alphabetical order) are: Asylum and Human Rigts; Child-friendly Justice; Cybercrime and Electronic Evidence; Data Protection and Privacy Rights; Environment and Human Rights; Ethics for Judges, Prosecutors and Lawyers; EU-ECHR Interplay; Fight against Racism, Xenophobia, Homophobia and Transphobia; Hate Crime; Judicial Reasoning and Human Rights; Labour Rights as Human rights; and Violence against Women and Domestic Violence. Data from the users was not available for Combatting Trafficking in Human Beings.

Earlier in this evaluation the value of networks forming from learning cohorts and using platforms such as LinkedIn was mentioned. Using a service such as LinkedIn would allow continued monitoring and evaluation of how users do, or do not apply their learning from HELP in the EU courses.

4.4. Sustainability

Sub-question 4a: To what extent can it be expected that member states JTIs, BAs and other legal professional bodies will continue to use and further update the training materials?

Finding 17: The HELP in the EU programme is well established and considered the 'gold standard', with growth still feasible, particularly with regard to translating materials into national languages.

As evidenced throughout this evaluation, the HELP in the EU programme is very well established, and as of January 2024, is hosting 51 HELP online courses with 550+ translations; and 26 HELP online courses aligned with EU support and 343 resources have been translated into EU languages. Having access to course materials in a member state home primary language was considered an access issue. The focal point interviews in particular, discussed funding for translation to be a major victory, as often this funding would not be available domestically. Indeed one participant (direct beneficiary) estimated that less than 10% of their colleagues, in a regional office, would have the English competencies to attend a HELP course without translation. One participant suggested generative AI may be a cost-effective solution for translations, with a human rights expert checking the output to ensure high quality standards are met.

Finding 18: The added value and effectiveness of the HELP in the EU programme has been evidenced, but its sustainability rests on funding commitments, notably from the EU. As well as with new courses that meet European and social priority areas, updating and translating existing provision, investment could also extend the number of live and in-person events. In turn, the Council of Europe team could increase in size in order to meet the needs of growing numbers of tutors and direct beneficiaries and build new relationships, for example, with national academies.

Given that direct beneficiaries are often able to apply learning directly to their legal professional work, it is imperative that course materials are updated, and relevant and this also requires resource and investment from the EU, Council of Europe and other aligned bodies. Expansion of courses was considered 'amazing' by the focal points that we spoke to, and attracted learners easily.

Similarly, the in-person launch events and the opportunity afforded to network were considered a major contribution to the long-term effects of the course(s) and engaged many direct beneficiaries. During the focal point focus group, which drew on expertise from colleagues who had been involved in HELP for some time, there was a clear difference in experience between the in-person events and the online versions triggered by the Covid-19 pandemic, characterised as having much diminished interaction. There were requests (through the end of course surveys, interviews with tutors, users and the focus group with focal points) for a mid-term and end of course event too. It may be that one of these could be live and online. The resource implication of this is significant and as the evaluation team understand it, beyond the scope of the current Council of Europe HELP team, and yet, consideration of whether funding could be accessed would be useful, given the broader impact achieved through effective networking opportunities, for example, sharing of experiences and advice between legal professionals. There may be merit in exploring having multiple audiences at some in person events to better manage resources, for example, a single event could accommodate learners starting a course and learners who completed the course the year before: indeed the conversations between successful/completed direct beneficiaries and new users could help boost the motivation, and cement the value of engaging and interacting with other learners firmly.

The HELP In the EU programme is recognised as the gold standard in human rights education, known for quality and flexibility, and was described by one user as 'just perfect' (end of course feedback survey). Continued funding from the EU is imperative for the courses to sustain effectiveness, reach and excellence. The Council of Europe Help team remain fairly small and were highly praised across the data ('I love the HELP team', interview with a tutor). Their

capabilities were lauded by the people we spoke to and they were noted for their organisational skills and responsiveness. Nevertheless, for the programme to be sustainable, additional investment in this small team would secure the ambition of delivering learning at scale across diverse member states. One participant who operated as focal point commented that Council of Europe contracts were often time-limited and this disrupted legacy knowledges forming, if this is the case, then contracts that extend over years would be an advantage where relationships across 20+ member states is critical to success. Indeed, the 'many moving parts' (Council of Europe staff) create a complex matrix that requires careful management.

5 Conclusions

The HELP in the EU III Project inherited a strong and successful legacy and has maintained the highest standards, delivering a unique and useful programme of education around EU standards and human rights. Indeed, HELP in the III directly delivers towards key targets set by the EU Strategy on the Training of Justice Professionals including training around fundamental rights and the digitalisation of society. There is strong support for all the courses delivered from the national leaders (focal points), from the tutors and from the users. High completion rates of the tutor-led courses and excellent course feedback, evidence the effectiveness of the programme.

HELP in the EU III is successfully contributing to human rights education, creating a unique and inclusive learning environment highly rated by beneficiaries. For example, 93.7% of users strongly agreed or agreed that their course improved practical knowledge of human rights law at the national level. By June 2024, 156,000 users of the HELP e-learning platform were recorded, and 195,874 learning hours are estimated to have been completed.

The course content is setting the agenda and successfully engaging and reengaging legal professionals across the member states and beyond. The new course that examines the Interplay between the EU Charter and the European Convention on Human Rights was highly valued by many, and signals the added value of the HELP programme as it is uniquely able to steer focus to strategically important debates and issues. New courses planned critically reflect priority themes, focusing energy on the most impacted communities including children, while also acknowledging our changing societies and rise of AI.

While the scale of the programme is vast, the Council of Europe team remain small, and investment in this key team would improve the reach of the programme. Investment from the EU is critical for the courses to continue to set the gold standard.

5.1 Recommendations

1. The EU with other donors should revisit future funding needs in collaboration with the HELP Secretariat.

▶ Unplanned growth during the Covid-19 pandemic and continuing popularity of the courses require investment in the Council of Europe implementation team. The nature of this training is that updates of materials will be required and as such, the Council of Europe team need sufficient and sustainable resources (including time) to be responsive. In turn, a larger team will be able to invest in relationships, particularly with some focal points, that need energising. The EU's continued support is critical in fulfilling this recommendation and many of those below.

Recommendation 1 builds on the strong performance of the HELP programme and relates to key findings Nb 1-4, 7, 11, 13-16

2. The HELP secretariat with the Director General's support should consider extending the HELP remit to include university students and legal trainees, linking to key donors for resource and seeking support of universities/academies.

▶ Training within universities and national academies tends to focus predominantly on domestic law, and there is a substantial gap that HELP courses are filling. A strategy for embedding HELP courses within national curricula would deliver two benefits, first students and legal trainees would understand this significance of European standards and second, would normalise seeking further education to keep

themselves apprised of developments. Several participants suggested that the interplay course be made mandatory for students or trainees for example. This work would require two forms of investment, first in the team to build new relationships with existing education providers and second, in ensuring translations are available of course materials, as above EU support is critical.

Recommendation 2 relates to key findings Nb 1-4, 15, and 16

3. The HELP implementation team should examine the feasibility of increasing the number of live events, and/or increasing the delegate list to include former participants at tutored courses, working with the HELP Secretariat, EU and other key donors to support financially.

▶ Face-to-face launches were vital: setting the tone of the course, helping students navigate the structure and technical aspects, providing context for tutors leading to meaningful adaptations, and to create networking opportunities. Course launches should be continued and if funding can be sourced, consideration given to inviting former students to provide them with a de facto end of course event.

Recommendation 3 relates to key findings Nb 6, 7, and 16

4. The HELP implementation team should examine the feasibility of using a platform such as LinkedIn to effectively replace the forum.

▶ The forum does not seem to effectively draw engagement from students and has been described as 'old-fashioned'. We recommend thought being given to using a platform such as LinkedIn instead which has greater functionality, can exist after the course has ended, and could be used by the Council of Europe team to monitor impact and course effectiveness.

Recommendation 4 relates to key finding Nb 6

5. The HELP implementation team should perform a cost/benefit analysis on making course materials downloadable as a PDF on course completion.

▶ Students who complete the course should be able to download materials as a PDF alongside their certificate. This would motivate students who are struggling to complete final assessments. This would though mean that tutors would no longer be able to detect where users are returning to the platforms to consult materials. In turn, the downloaded PDF would not be updated where the course content would, as new case law emerges for example.

Recommendation 5 relates to key finding Nb 4

6. The HELP Secretariat in partnership with the HELP implementation team should encourage tutors to adopt assessments that have real-world applicability as a driver towards impact.

▶ Tutors are encouraged to consider assessments carefully. Quizzes can be useful, but can also be reductive. Excellent examples of assessments that encouraged students to thoughtfully bridge between EU standards and domestic practice could be shared, as these were highly valued by users, and may relate to users returning to consult materials to inform day-to-day practice.

Recommendation 6 relates to key finding Nb 2, 7, 9, 12 and 14

7. The HELP Secretariat with the Director General should consider the feasibility of extending the HELP remit to include civil society as direct beneficiaries.

▶ Professionals working in civil society are often instrumental in supporting individuals and communities in cases that intersect with human rights, and tutor-led courses would service a gap in their education. This sits outside of the HELP in the EU remit currently and, it is recommended that thought be given to extending the remit, with sufficient additional investment to adequately meet need.

Recommendation 7 relates to key finding Nb 2 and 8

8. The HELP Secretariat are encouraged to review the recommendations made by the 2022 evaluation, notably around accessibility and using cell phones.

▶ The 2022 Evaluation recommendations chime with much of the above, and make extensive recommendations that are endorsed by this evaluation. We recommend that the Council of Europe team return to consider the feasibility of their guidance, for example, in providing advanced courses and ensuring courses work well on cell phones and other handheld devices.

Recommendation 8 relates to key finding Nb 1, 2 and 5

5. Annexes

Annex 1: Semi-Structured Interview Template for Council of Europe staff and National Focal Points

Interviewee(s)

Function(s)

Date of the meeting

Interviewer(s)

Location Online

In confidence/shareable   In Confidence

Introduction

Self-presentation by expert (name, function, specify independent expert hired to assess the results of the trainings – not Council of Europe staff)

- Purpose of the interview: to understand how the training participants were affected by the trainings, what worked well, what did not work so well, and how to improve in the future.

- Not an evaluation of anyone's individual performance. Not a control, not an audit, but a learning exercise.

- What is necessary and valued is the interviewees' personal experience and opinion – they are encouraged to speak in their personal capacity, not as representatives of an institution.

- The process ensures anonymity. Interview notes will not be shared. Your name does not need to appear in the notes, even if they are only kept on my personal computer. Interview results will be synthesised into a general assessment report, without attributable statement. Request authorization to take anonymised notes on computer.

1. How does the HELP course in (COUNTRY) fit within the overall architecture of the Council of Europe's activities in this country and its reform agenda?
2. How relevant do you think the HELP course was – the topics, the method, the target groups?
3. How was the project managed? Could an alternative method of delivery have been used?
4. What are the benefits of this HELP course for the participants? How do you think they may use the knowledge and skills acquired, and will they be able to use them?
5. How was gender mainstreamed into the design, implementation and monitoring of progress? Did lead to results?
6. How have the national trainings institutions integrated the HELP courses into their initial/continuous training programmes?
7. What would improve the effectiveness of the courses? If you could change something to the HELP programme in the future, what would it be?
8. Any additional comments/ideas?

Annex 2: Focus Group Discussion Template for Tutors

Interviewee(s)

Function(s)

Date of the meeting

Interviewer(s)

Location: Online

In confidence/shareable

Introduction

- Presentation of the project's title. Self-presentation by expert (name, function, specify independent expert hired to assess the results of the trainings – not Council of Europe staff)
- Purpose of the discussion: to understand how the training participants were affected by the trainings, what worked well, what did not work so well, and how to improve in the future.
- Not an evaluation of anyone's individual performance. Not a control, not an audit, but a learning exercise.
- What is necessary and valued is the interviewees' personal experience and opinion – they are encouraged to speak in their personal capacity, not as representatives of an institution.
- The process ensures anonymity. Notes will not be shared. Your name does not need to appear in the notes, even if they are only kept on my personal computer. Interview results will be synthesised into a general assessment report, without attributable statement. Request authorization to take anonymised notes on computer.

1. What was your involvement in the project and its trainings?
2. How relevant did you think the trainings were, in view of the application of human rights by judges, prosecutors and lawyers in the daily work?
3. How would you assess the selection of participants, topics, venues? What could be improved?
4. What methods did you use as a trainer? Were they mostly one-way, two-way, or did they give space for exchange among participants?
5. How did you mainstream gender into the training?
6. How useful would you say the trainings were? What have they changed for you and for the audience? How do you think participants will likely use the knowledge and skills transferred?
7. What feedback did you receive?
8. If you could change something to the topic, scope, content or organization of these trainings, what would it be?
9. Any additional comments/ideas?

Annex 3: Focus Group Discussion Template for Beneficiaries

(Will be further adapted based document review and Interviews)

Interviewee(s)

Function(s)

Date of the meeting

Interviewer(s)

Location:

In confidence/shareable   In Confidence

Introduction

- Explain Focus Group discussion rules and purpose
Presentation of the project's title. Self-presentation by expert (name, function, specify independent expert hired to assess the results of the trainings – not Council of Europe staff)
- Purpose of the Focus Group Discussion: to understand how the training participants were affected by the trainings, what worked well, what did not work so well, and how to improve in the future.
- Not an evaluation of anyone's individual performance. Not a control, not an audit, but a learning exercise.
- What is necessary and valued is the interviewees' personal experience and opinion – they are encouraged to speak in their personal capacity, not as representatives of an institution.
- The process ensures anonymity. Notes will not be shared. Your name does not need to appear in the notes, even if they are only kept on my personal computer. Interview results will be synthesised into a general assessment report, without attributable statement. Request authorization to take anonymised notes on computer.

1. Are you often confronted by human rights issues in your work, and how do you address them? What has changed in the way you use/refer to/adhere to human rights standards in your legal practice, as a result of the HELP course? Can you give examples?

Instructions for moderator: Look for a human rights approach to analysing the work, beyond mere application of the domestic law. Ask for examples/issues encountered most often, and how they are addressed in practice. Only then make the link with training, and try to trace why the participants choose one approach over another.

2. For you, what is a well-trained *prosecutor /judge/lawyer* on human rights? To this end, what would you expect from human rights training in a national training academy? *If HELP trainings are integrated into national training institution*: are they meeting your expectations?

Instructions for moderator: Prompt for behaviours, attitudes, and not only knowledge and skills. Look for training methods and topics, as well as modalities for training organisation (e.g. selection of participants, venue, etc) which are more conducive. Prompt with examples/real life situations.

3. How would you describe your experience with HELP? Does it meet your expectations, and how? How could HELP improve its human rights training? If you could change something to the topic, scope, content or organisation of these trainings, what would it be?

Instructions for moderator: Look for equation/differences between this description, and the response to the previous question. Steer the discussion towards the future, possible recommendations.

4.   Any additional comments/ideas?

Annex 4: Team Structure

The evaluation team was structured as follows:

- **Team Leader**: **Prof. Jo Edson Ferrie** was in charge of leading the reporting of findings, conclusions and recommendations. She conducted interviews, group discussions with tutors and some Focus Group discussions. She led the quantitative analysis aspect of the evaluation.
- **Senior evaluator**: **Mr Jaba Devdariani** substantively contributed to the draft and Final evaluation reports. He conducted some the group discussions, interviews and Focus Group discussions.
- **Quality Assurance/Coordination: Ms Camille Massey**. She provided general methodological guidance, review of all methodological tools, and of all deliverables, as well as interaction with the Council of Europe at strategic and contractual levels.

Annex 5: Evaluation Matrix

Evaluation criteria	Evaluation questions	Indicators	Data collection method	Data sources
Relevance	To what extent does the activities of the project have been relevant to the scope of EU and CoE partnership, their mandate and the needs of beneficiaries?	Course topic reflect partnership objectives of CoE and EU Course topics reflect reform agendas of HELP beneficiary MS governments/training needs identified under CoE monitoring mechanisms or the EU (i.e. EU Judicial Training Strategy) Course topics are tailored to country context and needs Level of satisfaction with the implementation of HELP courses	Document Review Semi-structured interviews Focus Group Discussion Survey analysis	Project's documents and reports. Sample of training materials Semi-structured interview protocols Focus Group Discussion protocols Survey results
Effectiveness	To what extent and why has the project achieved its expected results?	Level of satisfaction of stakeholders with projects' results Changes in knowledge, skills and application of/by judges, prosecutors, and lawyers of European standards for the protection of fundamental human rights in their daily work	Document review Semi-structured interviews Focus Group Discussions Survey analysis	Project's documents and reports. Sample of training materials Semi-structured interviews Focus Group Discussions Survey results
	What have been reasons for achievement and lack thereof? What unexpected results did it bring, if any?	Incidences of adverse/conducive factors for implementation identified by stakeholders which were met by adaptive strategies. Examples of adaptations and their results.	Document review Semi-structured interviews Survey	Project's documents and reports. Sample of training materials Training exit questionnaires' results Semi-structured interviews

Evaluation criteria	Evaluation questions	Indicators	Data collection method	Data sources
				Focus Group Discussions
	How and to what extent has gender and human rights-based approach have been mainstreamed in project design and implementation?	Extent to which gender analysis and gender transformative results were integrated in the project design and its implementation. Gender disaggregation of HELP participants and availability of disaggregated monitoring data Awareness of human rights-based approach and practical examples of its implementation.	Document review Semi-structured interviews Survey	Project's documents and reports. Sample of training materials Training exit questionnaires' results Semi-structured interviews Focus Group Discussions
Added value	What is the competitive advantage of HELP methodology for supporting the professional development of legal professionals?	Beneficiaries clearly articulate the value HELP contribution to meeting their needs. Examples of differences and synergies with other academic, national, IOs projects and initiatives.	Document review Semi-structured interviews	Project's documents and reports. Sample of training materials Third-party reports Training exit questionnaires' results HELP platform's statistics. Semi-structured interviews Focus Group Discussions
Sustainability	To what extent can it be expected that the member states JTIs, BAs and other legal professional bodies will continue to use and further implement the training?	Extent of integration of HELP courses on EU standards in national initial/continuous training programmes Extend of use of the HELP Platform by direct beneficiaries after a course has ended	Document Review Semi-structured interviews Survey	Project's documents and reports. Sample of training materials Semi-structured interviews Focus Group Discussions Survey results

Evaluation criteria	Evaluation questions	Indicators	Data collection method	Data sources
		Level of ownership of certified trainers reached by the evaluation, with adapted HELP courses		